### Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Performance Review</strong>&lt;br&gt; Teachers will assess students for current level of music knowledge and skills in the 5 competency areas through performance, written, and/or aural dictation assessments. Students will continue to develop their fundamental concepts learned the previous year. This will include more in-depth music theory, literacy, and performance skills.</td>
<td>14 class periods (90-min. each) or 29 class periods (45-min. each)</td>
<td><strong>MUSIC III.1A</strong> Evaluate exemplary musical examples using technology and available live performances.&lt;br&gt; <strong>MUSIC III.1B</strong> Demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems.&lt;br&gt; <strong>MUSIC III.1E</strong> Demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.&lt;br&gt; <strong>MUSIC III.3A</strong> Model, alone and in groups, characteristic vocal or instrumental timbre.&lt;br&gt; <strong>MUSIC III.3B</strong> Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.&lt;br&gt; <strong>MUSIC III.4A</strong> Perform music such as “The Star-Spangled Banner” and “Texas, Our Texas” that is representative of diverse cultures, including American and Texas heritage.&lt;br&gt; <strong>MUSIC III.5C</strong> Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.</td>
</tr>
<tr>
<td><strong>Labor Day</strong>&lt;br&gt; <strong>Sept. 2</strong></td>
<td><strong>Early Dismissal</strong>&lt;br&gt; <strong>Sept. 27</strong></td>
<td></td>
</tr>
</tbody>
</table>

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Cycle 1**<br> Aug. 26 - Oct. 4, 2019

14 class periods (90-min. each) or 29 class periods (45-min. each)
## Fine Arts – Middle School Music – Instrumental Music 3

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>24 Days</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong># Class Periods</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
</tbody>
</table>
| **Unit 2: Beginning the Instrument** | 12 class periods (90-min. each) or 24 class periods (45-min. each) | **MUSIC III.1B** Demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems.  
**MUSIC III.1C** Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology.  
**MUSIC III.2B** Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.  
**MUSIC III.2C** Create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation.  
**MUSIC III.2D** Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.  
**MUSIC III.3A** Model, alone and in groups, characteristic vocal or instrumental timbre.  
**MUSIC III.3B** Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.  
**MUSIC III.3C** Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.  
**MUSIC III.3G** Create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.  
**MUSIC III.5E** Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement. |
| **Fall Holiday** | **Early Dismissals** | **Oct. 7 - Nov. 8** |
| **Oct. 7 - Nov. 8, 2019** | **Oct. 7 - Nov. 8, 2019** | **Oct. 7 - Nov. 8, 2019** |

Students will now use advanced middle school level theory skills in combination with basic knowledge of tone production to begin performing on instruments. Concepts of intonation and tone quality will be at the forefront of goals. Sound exemplars, live or recorded, will serve as the models for students to follow. Metronomic tools should be used to help students begin to develop a strong sense of pulse. Tuning tools and exercises should be used to develop accurate pitch. This can include singing while the teacher reproduces pitches on an instrument, using a tuner or a visual tuning aid. Historical backgrounds of their ensemble area will start to be explored.

<table>
<thead>
<tr>
<th>Early Dismissals</th>
<th><strong>Oct. 7 - Nov. 8, 2019</strong></th>
<th><strong>Oct. 7 - Nov. 8, 2019</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oct. 9</strong></td>
<td><strong>Fall Holiday</strong></td>
<td><strong>Oct. 9</strong></td>
</tr>
<tr>
<td><strong>Nov. 8</strong></td>
<td><strong>Early Dismissals</strong></td>
<td><strong>Nov. 8</strong></td>
</tr>
</tbody>
</table>
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

**The student will:**

- **MUSIC III.1C** Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology.
- **MUSIC III.2A** Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements.
- **MUSIC III.2D** Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.
- **MUSIC III.3A** Model, alone and in groups, characteristic vocal or instrumental timbre.
- **MUSIC III.3B** Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.
- **MUSIC III.3C** Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.
- **MUSIC III.3D** Perform independently and expressively a varied repertoire of music representing various styles and cultures.
- **MUSIC III.3E** Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.
- **MUSIC III.3F** Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements.
- **MUSIC III.5A** Model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.
- **MUSIC III.5B** Apply criteria for listening to and evaluating musical performances.
- **MUSIC III.5C** Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.
- **MUSIC III.5F** Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

### Unit 3: Fall Concert Performance Assessment

**Student will use knowledge and skills gained thus far to give their fall concert performance assessment.**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: Fall Concert Performance Assessment</td>
<td>12 class periods <em>(90-min. each)</em> or 24 class periods <em>(45-min. each)</em></td>
<td></td>
</tr>
</tbody>
</table>

**24 Days**

Nov. 11-Dec. 19, 2019

**Winter Break**

Dec. 23 - Jan. 3

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**Thanksgiving Break**

Nov. 25-29

**Teacher Prep Day**

Dec. 20

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**Cycle 3**

**2019-2020 Scope and Sequence**

Fine Arts – Middle School Music – Instrumental Music

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**Global Graduate**

- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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## Scope and Sequence

### Fine Arts – Middle School Music – Instrumental Music 3

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<thead>
<tr>
<th>Cycle 4</th>
<th>29 Days</th>
<th>Jan. 6 - Feb. 14, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong># Class Periods</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
</tbody>
</table>
| **Unit 4:** Developing Sight-Reading Skills | 14 class periods (90-min. each) or 24 class periods (45-min. each) | **MUSIC III.1A** Evaluate exemplary musical examples using technology and available live performances.  
**MUSIC III.1C** Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology.  
**MUSIC III.2D** Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingerign, shadow bowing, or Curwen hand signs.  
**MUSIC III.2E** Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.  
**MUSIC III.3A** Model, alone and in groups, characteristic vocal or instrumental timbre.  
**MUSIC III.3B** Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.  
**MUSIC III.3C** Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.  
**MUSIC III.3D** Perform independently and expressively a varied repertoire of music representing various styles and cultures.  
**MUSIC III.3E** Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.  
**MUSIC III.3F** Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including storzando, largo to presto, and previously known elements.  
**MUSIC III.5A** Model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.  
**MUSIC III.5B** Apply criteria for listening to and evaluating musical performances.  
**MUSIC III.5C** Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.  
**MUSIC III.5.F** Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. |
| **MLK Jr. Day** | Jan. 20 |  
**Early Dismissals** | Jan. 18
| | Feb. 14 | |

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

Complete instructional planning information and support are in the HISD Curriculum documents.
## Cycle 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>29 Days</th>
<th># Class Periods</th>
<th># Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 17 - Apr. 3, 2020</td>
<td>15 class periods (90-min. each) or 29 class periods (45-min. each)</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
<td>MUSIC III.1C Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes,syncopated patterns and corresponding rests, and varied meters, using standard terminology. MUSIC III.2A Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements. MUSIC III.2D Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs. MUSIC III.2E Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters. MUSIC III.3A Model, alone and in groups, characteristic vocal or instrumental timbre. MUSIC III.3B Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture. MUSIC III.3C Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques. MUSIC III.3D Perform independently and expressively a varied repertoire of music representing various styles and cultures. MUSIC III.3E Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms. MUSIC III.3F Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements. MUSIC III.5A Model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings. MUSIC III.5B Apply criteria for listening to and evaluating musical performances. MUSIC III.5D Apply criteria for listening to and evaluating personal performances. MUSIC III.5F Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</td>
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</table>
## 2019-2020 Scope and Sequence
### Fine Arts – Middle School Music – Instrumental Music 3

<table>
<thead>
<tr>
<th>Cycle 6</th>
<th>38 Days</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
</table>
| Unit 6: EOY Assessments and Performances | Apr. 6 - May 29, 2020 | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  
**The student will:** |
| # Class Periods | 19 class periods (90-min. each) or 38 class periods (45-min. each) | **MUSIC III.1D** Analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.  
**MUSIC III.2A** Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements.  
**MUSIC III.2D** Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.  
**MUSIC III.3A** Model, alone and in groups, characteristic vocal or instrumental timbre.  
**MUSIC III.3B** Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.  
**MUSIC III.3C** Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.  
**MUSIC III.3D** Perform independently and expressively a varied repertoire of music representing various styles and cultures.  
**MUSIC III.3F** Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements.  
**MUSIC III.4A** Perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage.  
**MUSIC III.4B** Compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures.  
**MUSIC III.4C** Compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language.  
**MUSIC III.4D** Describe music-related vocations and avocations.  
**MUSIC III.5A** Model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.  
**MUSIC III.5B** Apply criteria for listening to and evaluating musical performances.  
**MUSIC III.5C** Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.  
**MUSIC III.5D** Apply criteria for listening to and evaluating personal performances.  
**MUSIC III.5E** Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement.  
**MUSIC III.5F** Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. |

**Spring Holiday**  
*Apr. 10*  

**Memorial Day**  
*May 25*

Teachers will use end of the year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.